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| **Week** | **Student Objectives** | **Key Vocabulary** | **Phonics** | **Read Aloud/Writing** | **Interdisciplinary Connections** |
| Week 1  Weeks 2-4  Weeks 2-4  Weeks 2-4  Weeks 2-4  Weeks 5-6  Weeks 5-6 | **RI.2.10**  Read to discover the systems of the body in a narrative informational text, Magic School Bus Inside the Human Body.  **RL.2.10 and RI.2.10**  Read texts independently and fluently in both literary and informative genres, on grade level and into the stretch 2-3 level of text.  **RL.2.10 and RI.2.10**  Read books with the common theme of “food,” to find the message or theme of the literature.  **RL.2.4**  Sing songs about nutrition and the human body, noting the rhythm and rhyme of the music and lyrics.  **L.2.4e**  Use reference books to research the scientific names of bones in the human body.  **W.2.1**  Write an opinion piece about an important thing to do to stay healthy.  **L.2.1c**  Use reflexive pronouns (e.g., myself, yourself, and ourselves) correctly.  **RI.2.8:**Describe how reasons support specific points the author makes in a text.  **SL.2.5:**Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. | adjectives  dictionary  explanatory writing  fantasy  opinion writing  reflexive pronouns |  | **FOCUS**: Students use informational texts, fantasy with information that is true, songs, poems, and art to learn about the body.   * + Why do our brains need “good food”? To begin this unit, students will need to think about the relationship between good food and brain function--how to nurture a healthy body. Encourage the students to look at the figurative meaning of the term “good food.” (SL.2.1)   + Have the students “taste test” healthy snacks, fruits, and vegetables. Encourage them to use adjectives by challenging the students to come up with at least three descriptive words between each new taste. For example, “This apple is tangy, sweet, and crunchy!” Encourage students to use a dictionary to check the spelling of the words as needed. (L.2.2e, L.2.5a)   **Read Aloud: *The Magic School Bus Inside the Human Body* by Joanna Cole**   * + Introduce the book The Magic School Bus Inside the Human Body (Joanna Cole). Remind the students that this book is a fantasy but contains information that is true. Use this book to introduce the body systems for the informational side of this unit: skeletal, muscular, digestive, and nervous systems. Begin a chart for each of the body systems to add content learning from other read-aloud and student-read books. Students can post information from their own reading on a chart by using index cards or Post-Its. (RI.2.4)   + Have students independently read informational books to learn about each body system. Students should record new learning about each of the body systems in a notebook. They should look for how the author supports the main idea. For example, if reading a book about nutrition, ask students to find reasons in the text for why a person should eat healthy foods. (RI.2.10, RI.2.8)   + **Read Aloud: *Everybody Cooks Rice* by Norah Dooley and Peter J. Thornton**   + Introduce the book Everybody Cooks Rice (Norah Dooley and Peter J. Thornton), which is about a girl who lives in a diverse neighborhood. She makes a very interesting discovery about her neighbors when she sees what each one is cooking. Read the book aloud. When you are finished, ask the children questions such as:     - What do you think the author wanted you to learn in this book?     - What are the clues from the text that helped you come to that conclusion? (RL.2   **Read Aloud/Independently:**  ***Yoko* by Rosemary Wells**  ***Tar Beach* by Faith Ringgold**  ***In the night Kitchen* by Naurice Sendak**  ***Gregory the Terrible Eater* by Mitchell Sharmat, Jose Aruego, and Arlane Dewey**  ***Dim Sum for Everyone by Grace Lin***  ***Thunder Cake* by Patricia Polacco**   * + In order to stretch students’ reading skills and test for comprehension and fluency, have students read a variety of fictional texts independently. Although the books share the common theme of food, they have very different messages. For example, Tar Beach (Faith Ringgold), which includes a picnic scene, is literally about rising above prejudice. Gregory the Terrible Eater (Mitchell Sharmat, Jose Aruego, and Ariane Dewey) is a funny book about a goat, but carries a message about healthy eating. These books offer a range of reading in the 2-3 band of grade level and stretch texts. (RL.2.10, RL 2.2)   + The title of this unit is “Taking Care of Ourselves.” Ask students what other words they know that end with –self or –selves? (Possible answers: myself, himself, herself, themselves, yourself, and yourselves)Practice using these special kinds of pronouns in sentences: “I can do it \_\_\_\_\_\_\_\_\_\_.” “She climbed the monkey bars by \_\_\_\_\_\_\_\_\_\_\_\_\_.” “They went to the playground by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.” (L.2.1c, SL.2.6)   + Explore text, rhythm, and rhyme in the song “Dry Bones.” Discuss how bones are connected in the song. It’s fun, though not necessarily accurate (e.g., the “toe bone” is not connected directly to the “heel bone”). Then have the students research the scientific names of the bones. Assign each pair of students one of the bones in the song to research online or in an encyclopedia. They should be sure to find out how the bones are actually attached and note the real names for each of the bones mentioned. For example, the twenty-six bones in the foot and the toe are actually called “phalanges.” Extend this activity to the stretch level by having the students sing the song with the scientific names. (RL.2.4, RI.2.7)   + Give the students this prompt: “Choose one thing you think is most important to do to stay healthy. Be sure to back up your opinion with reasons, use appropriate linking words between your ideas, and provide a strong conclusion.” (W.2.1)   + **FOCUS: Students are introduced to still life.**   Introduce the genre of “still life” to the students: “One genre of art is called ‘still life’. A long time ago, painters felt they should paint religious scenes or famous people. In the 1500s, someone named Annibale Caracci decided to paint a regular person eating beans. Later, artists began to paint objects that may have been gathered into a bowl for the purpose of painting them, and with as many interesting details as possible.” As students view the paintings, talk about what they see in the paintings such as, details, objects, and positions of objects.Extend this discussion by creating a still life in class and then having students paint it. Begin by creating a collection of healthy snacks on a table. Encourage the students to help with the arrangement of objects, thinking about spaces between objects on the table. Talk about how the details make the painting interesting. Give students time to paint. (SL.2.1, SL.2.2)   * + After students have painted the “still life” (see Class Discussion / Art Appreciation activity), extend the activity by writing. Give the students this prompt: “Write an explanatory ‘how-to’ piece, focused on how you created your painting. Be sure to begin with setting up the display as a class and go through each step of your work. Also, be sure to describe a still life in your introduction and write a strong conclusion.” (W.2.2) | **Science**: Body systems (e.g., digestive, nervous, muscular, and skeletal)  **Nutrition** (e.g., foods to eat and healthy living)  **Science**: Healthy living (e.g., teeth, safety, and environmental hazards)  **Art**: The “still life” genre |